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ABSTRACT

SerVermont is a volunteer program for high school students. The program stresses public service in the community and is intended to teach students the value of personal volunteer service to their local communities. During SerVermont's first year of operation, 11 high schools were awarded minigrants to be used in developing programs in which student volunteers would work to improve their local communities. The following programs were initiated: a program in which teams consisting of high school students and a senior citizen or faculty member organized annual spring and autumn clean-ups of senior citizens' yards and houses; a program in which special education students took part in improving a local outdoor recreation area; a program to clean up the community common; a seat belt education campaign; a community service auction; a program in which high school students staged a musical performance for local senior citizens; a project in which woodshop students are making welcome signs for their town; a leadership forum to honor senior citizens who have made some important contribution to their town in the past; a student-sponsored combination art exhibit, concert, and luncheon for senior citizens; a library aide program to help other students improve their study and research skills; a local history presentation to help elementary school children become familiar with their town and learn the alphabet at the same time; an intergenerational school luncheon program; and a greeting card and letter writing program in which students correspond with senior citizens on special occasions. (Appendixes comprising two-thirds of the document include miscellaneous programs memos, a sample program inventory sheet, a list of SerVermont minigrant winners and contacts, a program announcement and application, an expenditures memo, and assorted news articles about SerVermont.) (MN)

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SerVermont

The First Year

1986

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Cynthia Parsons ***SerVermont Coordinator***

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SerVermont

The First Year

1986

Author: ***Cynthia Parsons***

Publisher: ***The Vermont Schoolhouse Press***
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SerVermont - The First Year
1986

A memo from the SerVermont
Coordinator, Cynthia Parsons,
to all interested,
telling what happened
in Vermont's secondary schools
when students and staff were challenged
to serve Vermont's elderly . . .
and Vermont's towns and cities . . .
and Vermont's libraries.

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The Vermont Schoolhouse Press

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Preface

Governor Madeleine M. Kunin

"In this coming year,

we will launch a

volunteer program

for high school students,

stressing public service

in the community,

called 'SerVermont.'

Students will be taught

the value of personal

volunteer service and

our communities should

benefit from their efforts."

From the State of the State Address

JANUARY 9, 1986

SerVermont is a Dream

A Dream that every student in Vermont's public schools will do some important community service.

A Dream that every community will be enriched by the voluntary service done by its student-citizens.

A Dream that each nonprofit organization in Vermont will train and use students to enhance the quality of service each one provides its clients.

A Dream that each government agency in Vermont will make a place for student volunteers, thereby helping to bring civics and citizenship lessons alive.

A Dream that parents and guardians will encourage and support student volunteers, making it possible for them to learn by doing; i.e. to learn how to be small "d" democrats.

A Dream that school authorities will encourage and support students in community service as an essential part of free public schooling.

SerVermont is a dream coming true . . . . .

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SerVermont Mini-grant Projects

CRAFTSBURY ACADEMY

"We have two teams, each of which originate from our elected Student Council. A senior citizen and a faculty member complete each team. One team will not require any grant money. It will organize an annual spring and autumn clean-up day to help seniors clean up their yards and spruce up their houses.

"Our grant would be used to invite all senior residents to a late-morning assembly and provide a luncheon and entertainment chosen in conjunction with the Vermont Council on the Arts.

"Our goal is to bring the seniors into our school and provide them an enjoyable outing. This will be supported by our on-going volunteer service activities around their homes."

OXBOW VOCATIONAL CENTER

"The purpose is to improve and upgrade Halls Pond Recreation Area. Also to give the special education students who do the work a sense of pride through volunteer work.

"This project also can be on-going. In the fall, the students can close the recreation area, do general maintenance, and store docks and picnic tables. Next spring they can once again open the area and do general maintenance.

"This project would be beneficial to both the town, and to the students doing the projects. It would provide a much-needed service to the town, and give the students a feeling of accomplishment and civic pride."

NORTHFIELD JUNIOR-SENIOR HIGH SCHOOL

"As spring comes around, we (The Community Service Committee) are beginning to plan for our big project -- 'Sprucing Up the Common.'

"Twice a year we devote a Sunday to either preparing the Common for winter, or cleaning it up for the coming summer.

"Although the Community Service Committee is comprised of only eight or ten members, the whole Student Council volunteers their time in the traditional two or three days of work. Everyone brings a rake and is either shoveling gravel or securing benches down.

"It is one of our favorite projects because the results can be enjoyed by all who pass by the center of town."

PEOPLES ACADEMY

"Our freshman class invited local senior citizens to watch a movie together that involved senior citizens and students collectively performing a musical concert. The Seniors reciprocated by inviting our students to hear Senator Patrick Leahy speak at their center.

"Our Student Council and athletes participated with the local town officials, fire department, and Booster Club in a Donkey Basketball fund-raiser.

"The Student Council and National Honor Society are involved in a seat belt safety campaign involving the towns of Morrisville and Newport. Students in both communities will be counting the number of operators wearing seat belts.

"The Peoples SADD Chapter is working with the school and community to sponsor an alcohol-free prom and graduation.

"Plans are under way to particpate in the Vermont Green-Up Day activity, and to take an active role in a community service auction.

"We would appreciate your consideration for mini-grant funds to assist in promotion of the volunteer efforts. The money would be used primarily for prizes and awards."

WHITCOMB JUNIOR-SENIOR HIGH SCHOOL

"A group of Whitcomb High School students who are enrolled in a Woodworking & Drafting Program are planning to make two 'Welcome to Bethel' signs as a community project. We have developed a set of plans (sketch enclosed).

"We will have one sign completed by June 1. We plan to make more signs for various other community organizations. We feel this is one way we can say thank you to our community for the support they have given our school."

RANDOLPH UNION HIGH SCHOOL

"Every community has a wealth of resources in its senior citizens. Many of these people had leadership roles in society and have perceptions about leadership to share with young people.

"The Leadership Forum (comprised of many of the school's elected and de facto leaders) will select several elderly people in the community who had, in their day, served in some type of leadership role (military, education, clergy, business, etc.)

"Arrangements would be made to transport these individuals, on separate occasions, to meetings of the Leadership Forum to discuss their experiences as leaders and their views about leadership.

"These meetings will be followed by luncheons (at a neighborhood restaurant) attended by members of the Leadership Forum, enabling the discussion to continue."

BELLOWS FALLS UNION HIGH SCHOOL

"We wish to become involved in the SerVermont's Seniors next year. The National Honor Society plans to sponsor a Senior Citizen's Day at school.

"We would like to have these people visit classes, hear a concert, possibly view an art exhibit, be served lunch, and conclude with a program such as a demonstration of the Vermont State Police dogs."

WEST RUTLAND SCHOOL

"The proposed volunteer project for the West Rutland School (K-12) will involve a core group of student library aides from grades 6 to 12, who will type and/or train other students to use a typewriter for producing typewritten book reports, book reviews written by students, special bulletin board projects in the library, and spine labels for books, magazine boxes, etc.

"Objectives: (1) To motivate students (especially nonreaders & reluctant readers) to both read and write about books they have read. (2) To provide a reading enrichment activity for older students. (3) From a selected group of students who have developed minimal typing skills, to transfer these skills (along with a spirit of volunteerism & cooperation) to typing on the Macintosh computer in the library."

POULTNEY HIGH SCHOOL

"One Poultney High School Media Club project would consist of instructing elementary school children. We are planning to take slides of sights around our community starting with each letter of the alphabet. Our presentation would help children learn the alphabet and also identify places in the area.

"A second project is the instruction of pre-school and grade school children at the Poultney Public Library and the Poultney Elementary School in the full use of these libraries. We plan to make a slide presentation of 80-140 slides, accompanied by a tape narration. These slides will show the children what is in the library, how they can use what is there, and where and how they can find what they are looking for."

CABOT SCHOOL

"Our program will include the following: (1) Assigning student volunteers to help seniors with chores upon request; (2) Establishing a regular luncheon program for students and seniors at the school cafeteria at no charge to the seniors; (3) Involving seniors with Cabot School's weekly enrichment program by inviting them to share their knowledge and expertise with large and small groups of students. We have already contacted several of Cabot's senior citizens, and they have expressed their enthusiasm and support for our proposed plans."

CONCORD HIGH SCHOOL

"This letter is to acknowledge the grant for the Concord High School, and to notify you of how the anticipated funds will be used. Funds will be available to Mrs. Jessica Fontecha and her fifth grade students for use at the Mountain View Rest Home in Concord.

"Materials for card exchanges for birthdays and special holidays will be required. Also the need is for simple games that can be used by the residents daily to encourage inter-active participation. Funds will be used for planning special projects and programs, films, and items to expose sharing and caring. We need crafts materials and materials to promote letter writing, etc. Also special treats for special occasions; i. e., Christmas, Easter, etc.

"The objective of this program is to have an awareness by the students that the elderly have special needs, and how beneficial their response can be to these needs. They can make a difference!"

SerVermont

Students in Community Service

January 1987

TO: The Governor of Vermont; The SerVermont Advisory Board; The Edwin Gould Foundation for Children; The Turrell Fund; The Commonwealth Fund; The Hazen Foundation; Vermont College; SerVermont's interns; All the students, teachers, and administrators in Vermont's secondary schools; And all those who care about student community service nationwide.

FR: Cynthia Parsons, Coordinator Cynthia Parsons

RE: SerVermont -- The First Year / 1986

Introduction

i. It's been an incredible year. In January, I was able to secure the promise of sufficient funds from four foundations to begin plans for school visits. The same month I began efforts to have an intern who would be located in the Department of Education in Montpelier. Commissioner of Education, Stephen Kaagan, had generously offered a desk, phone, and computer access. But it was not until September that an intern was placed within the department. It also was not until September that SerVermont received the last of the grants providing a total of $31,500 for the 18 months from January 1986 - June 1987. (See Appendix A; Memo #1.)

ii. It's been an incredible year. My memo, which accompanied a letter introducing SerVermont to all the secondary schools in the state jointly signed by Gov. Kunin and Commissioner Kaagan, contained the following request:

> "What would be an enormous help is for you to send me any material you have available about student volunteer programs. That is, memos, or brochures, or flyers, or descriptions or contracts etc."

Of the 66 schools contacted, only three responded.

iii. It's been an incredible year. I've driven some 12,640 miles on SerVermont business, some 10,000 of those miles in Vermont starting in Canaan in the Northeast Kingdom and using Rt. 100 as the spine divider, going south along the eastern half in the winter/spring; then up the western half in the fall. The 12,640 miles, if averaged at 40 m.p.h. translate to 316 hours or 40 eight-hour days. Since September, Lisanne Dooman, SerVermont's intern, has driven 1,717 miles on SerVermont business.

iv. It's been an incredible year. A college junior, Mary Simpson, needing to make up some lost school credits, came and stayed in my home in July and August while she visited more than 70 non-profit agencies, and all towns in Windsor County in order to discover which ones would use (and how they would) student volunteers. Mary is a superb lip-reader; and took with her on the interviews a Green Mountain Union High School 8th grader, Mieka LeClair, who took the notes, and helped compile the inventory sheets. (See Appendix B: An Inventory Sheet.)

v. It's been an incredible year. I made $834.43 worth of SerVermont phone calls in the 12 months; most of them to the 66 schools setting up appointments and urging the administrators to help students and staff apply for mini grants (See Appendix C: Memo #8, Para.ii).

vi. It's been an incredible year. I've kept a journal in the form of memoranda --some 33 of them detailing not only what I did, but why I did what I did, and what I thought about what I did. I have chosen three of the 33 to place in the Appendix. Together they exemplify both the joy and the frustration which has attended this year of effort (See Apprendix D: Memos Numbered 15, 22, and 32).

vii. It's been an incredible year. Ten secondary schools invited to particpate in SerVermont's Seniors Mini-grant competition (Up to $200 for use by student teams who worked out a community project to help senior citizens), and only one of the ten applied. The next effort -- SerVermont's Town & Cities -- went to 17 schools; and 5 were awarded mini-grants. Next 10 more high schools asked to SerVermont's Seniors, but just just one application. Then invited 11 schools to SerVermont's Libraries, and two schools with three applications came through. Finally, I visited 10 more schools suggesting students could design any service program they wished to, with no takers (as of this writing); and Lisanne Dooman, SerVermont Intern, invited 9 schools to particpate in serving seniors during the Christmas period. Three schools particpated, with students making Christmas Day nursing home visits, serving at a large pre-Christmas dinner, and helping out the Ho Ho Hotline located in a nursing home. Letters went out in the fall to the 37 schools who were contacted in the spring to ask if they didn't want to participate in Serving Vermont's Seniors, and two of the schools organized exciting new programs. (See Appendix E.)

ix. Yes, it has been an incredible and fascinating year. Some 66 academic high schools (K-12; 3-12; 7-12; 9-12) have been visited, have received letters and flyers and brochures and phone calls. Fourteen of them have started new student community service projects because of SerVermont's encouragement and financial support. That's a 20% return in the first year. It's important to note that several other Vermont high schools already have very active service programs in place, and have been most supportive of SerVermont's efforts to interest other schools in doing the same. (See Appendix F for list of schools and contacts.)

<u>SerVermont's Teachers</u>

x. The next mini-grant competition is designed to encourage teachers to integrate some community service into their course work. For example, the student who works as a volunteer firefighter might use that experience in an English composition class; or might carry out a chemistry experiment to enhance his/her understanding of ways to combat certain fires. Or a social studies teacher, in a unit on democratic citizenship, might combine voluntary service at an office in the town hall with oral reports on the democratic process to the class. As in the mini-grant offerings to student groups, the funds are not to be paid to the teachers or the students, but to defray any necessary out-of-pocket expenses. The announcement inviting the teachers to apply has been sent (January 5) to all 66 schools. (See Appendix G).

Is SerVermont a Program?

xi. No. It is a pump-priming effort to help community service become an integrable part of the fabric of public schooling in Vermont. It is hoped that out of SerVermont's efforts will come a renewed effort by all appropriate non-profit private and government agencies in the state to place students in meaningful voluntary jobs. And also it is hoped that there will be a blending of all service activities (DUO; Big Brother/Big Sister; S.A.D.D.; Honor Society; Alternative to Suspension; etc.) under the SerVermont umbrella.

SerVermont's Funding

xii. I spent nearly a year securing sufficient funds so that SerVermont could offer $200 mini grants, have an intern to help develop the inventory and work directly with schools, print flyers, pay the phone and postage bills, carry out the inventory, produce reports, and assemble a booklet -- "Like What?" -- giving examples of successful student service projects replicable in a variety of school settings and programs. The $31,500 secured is for the 18-month period between January 1986, and June 1987.

xiii. The Edwin Gould Foundation for Children in New York, which had funded my 1985 study of national service generously offered to continue support for a continuation of that study and also to support SerVermont with a grant to Vermont College/Norwich University (which had handled my 1985 grant) of $10,000, and a subsequent grant of $5,500 to the Center for Service Learning (University of Vermont) for the SerVermont Intern.

xiv. The Turrell Fund of East Orange, New Jersey, with a supporting letter of introduction from the president of the Edwin Gould Foundation for Children, provided a grant of $10,000 to the SerVermont account through Vermont College.

xv. The Commonwealth Fund provided a $5,000 grant, particularly targeted to support SerVermont's Seniors.

xvi. And the Edward M. Hazen Foundation of New York gave a $1,000 grant, aimed primarily at an evaluation of SerVermont. This evaluation will be carried out by Lisanne Dooman under the direction of myself and Alan Weiss during the first half of 1987.

xvii. SerVermont has received word of a stock transfer worth approximately $1,000 from Roy and Edith Simpson (see Para iv). And has been invited by the Windham Foundation to make application for support early in 1987.

xviii. Alan H. Weiss, Director of Continuing Education at Vermont College/Norwich University has handled the SerVermont Account with both grace and efficiency. I submit payment vouchers and an accounting to his office at the close of each month, and receive a check in reimbursement. In addition, Mr. Weiss provides checks for SerVermont Mini-grant Winners. (See Appendix H: Copy of December Expense Report to Vermont College.)

SerVermont's Intern

xix. I had mistakenly thought it would be relatively simple to find a young (but mature) student to spend a year working with me out of a desk at the Department of Education as an intern; that is, someone who was interested in volunteerism possibly as a career, and would welcome an opportunity to try out some ideas and learn more about such a career. My effort to find such a person using the Northeastern Office of the Environmental Internship Program started in early January, aborted in late April. Tried again with the UVM Center for Service Learning in May, and located the absolutely "best" person in June, who joined SerVermont in September! Hers is a 9-month appointment. (See Appendix I: Excerpts from Memoranda 1, 8, 15, 20, and 23.)

SerVermont's Governor

xx. Whenever I talk with those in other states, or in national offices, interested in student service, they ask about the involvement of Gov. Kunin, and are always somewhat surprised at her direct concern, support, and involvement. That is, pleasantly surprised, and often ask how "I" managed to "do" it. I didn't. That all public school students in Vermont should have the opportunity to do some community service and learn not only about how to be a part of this democracy, but learn about improving themselves as well, is absolutely natural to Madeleine M. Kunin. If "I" did any "doing," it was to coordinate a statewide effort to see if we couldn't make statewide what was happening in a few schools for a few pupils. (See Appendix J: Memo #14, Para. xvii.)

SerVermont's Inventory

xxi. It isn't completed. In fact, far from it. Intern Mary Simpson managed to inventory most of Windsor County, and Intern Lisanne Dooman has nearly completed an inventory of Chittenden County, but there are 12 counties to go!

xxii. The aim is to produce a loose-leaf notebook for every school district listing all organizations interested in having students do voluntary service along with job descriptions so that students may make viable choices.

xxiii. My present thought is to contract with an organization -- such as the 4-H -- as they could use their existing clubs to divide up this chore.

SerVermont's "Like What?"

xxiv. Both the school staffs and the private/public non-profit organizations continually ask for suggestions as to how others have worked out the problems associated with student voluntary service. They raise the following issues:

liability
confidentiality
credit/noncredit
transportation
time
supervision
training
discipline
appropriate placement
parental objection/support
compensation
curriculum relevance
extra-curricular/required

xxv. In order to help answer some of the legitimate and difficult questions associated with student community service, I expect to assemble a booklet with the working title: "Like What?" which will give examples of ongoing programs that deal with one or more of these issues. I will use examples of programs already in place in Vermont; some tried out with SerVermont encouragement; and some which are successful for students in public schools outside Vermont.

xxvi. Target date for publication of "Like What?" is June 1986. (See Appendix K: Memo #20, Para. xxiii.)

SerVermont Abroad

xxvii. National service, student community service, and youth conservation corps are enjoying a fresh wave of nationwide interest, and are the subject of several reports, books, magazine articles, and a score of editorial page comments. Several national organizations, such as the Education Commission of the States, the National Governors' Association, the National Association of Secondary School Principals, and the Carnegie Foundation for the Advancement of Teaching have come out strongly in favor of student community service. This has brought some attention to SerVermont, the only statewide privately funded experiment in the nation.

xxvii. In January, I met with Mrs. Dukakis to talk about what Vermont was doing which might be applicable in Massachusetts. In February, I met at Brown University in Rhode Island at the COOL (Campus Opportunity Outreach League) Conference with college-level staff and students interested in secondary school community service. In March, it was San Francisco, and a session on SerVermont at a convention of conservation youth corps advocates. In April I spent a day in New York City learning about scores of exciting voluntary student programs, and sharing our SerVermont's Seniors project plans. In October, SerVermont was a topic at a Center for New Democracy Forum in So. Carolina; at a special meeting on student community service in Washington, D.C. called by Independent Sector; at a student forum at the University of Kansas; and at the annual meeting of the Independent Sector in Chicago. Then in December, Dr. Alec Dickson, founder of Community Service Overseas, flew to Montpelier from London, England, to learn more about SerVermont, and to share his expertise from more than 50 years of designing and promoting community service programs. (See Appendix L: Memo 18, Paras. v - vi.)

SerVermont in 1987

xxix. To quote from a letter to me from Gov. Kunin (16 December 1986) following a meeting in her conference room on December 4.

> "Jeanne Baker informs me that although no formal conclusions were reached, there was consensus that at least the following ideas should be pursued:
>
> -- compiling a list of all school programs already in place in which students do some sort of community service
>
> -- pulling together a report on SerVermont's first year's work (Done!)
>
> -- the Department of Education to consider starting a program of bestowing annual awards to students for service
>
> -- possibly organizing a teachers' conference on the subject of community service by students."

xxx. In addition, discussions have begun with Hal Woods, Director of Service Learning (UVM), about the possibility of designing and teaching a rigorous course to undergraduates on curriculum design incorporating community service within academic course content.

xxxi. Further, discussions have begun regarding the formation of an advisory board or commission to assist in developing policies and procedures.

xxxii. Finally, it has been an incredible year; and I'm more grateful than I know how to say for all the support and interest I have received as I have explored this vital field. I love Vermont. And I love the dream -- SerVermont. Thanks to each and every person I've met, talked with on the phone, or heard from through the mail.

Appendices

A) Memorandum No. 1

B) Sample Inventory Sheet for Windsor County

C) Memo No. 8, Para. ii

D) Memoranda Numbers 15, 22, and 32

E) News Article & Mini-grant Announcements:
SerVermont's Seniors
SerVermont's Towns & Cities
SerVermont's Libraries

F) List of Mini-grant Winners & Contacts

G) Announcement/Application for SerVermont's Teachers

H) December Expenditures Memo to Vermont College

I) See Appendix A: Memo No. 1, Paras. iii-iv
Memo No. 8, Paras. viii-ix
See Appendix D: Memo No. 15, Paras. iii-iv
Memo No. 20, Paras. iv-v
Memo No. 23, Paras. i-iv

J) Memo No. 14, Para. xvii

K) Memo No. 20, Para. xxiii

L) Memo No. 18; Paras. v-vi

APPENDIX A
Memorandum No. 1

28 January 1986

TO: Ellen M. Fallon; Stephan Kaagan; Carol Todd; Donn McCafferty

FR: Cynie Parsons

RE: SerVermont (Memo #1)

Introduction

i. I want to be sure we have some sort of record regarding our efforts to stimulate Vermont's schools and students to be involved in voluntary community service. Therefore, I will use the memorandum form to keep us all up to speed on what's happening, and also what's anticipated.

ii. By now, all Vermont's school officials will have received their letter about SerVermont (introduced first in the Governor's State of the State address on 9 January), and I have talked with Carol Todd about suggesting the name(s) of legislators and voluntary organization officers to add to our SerVermont Commission.

RE: SerVermont Intern

iii. The Edwin Gould Foundation for Children has agreed to pay the salary (Total of $6,363 including benefits and "finders fee") for an intern (using the CEIP Fund, Inc. as the hiring agency) with the understanding that the intern will be housed for 12 weeks (beginning, hopefully by 1 March 1986) at the Department of Education, supervised by Donn McCafferty and aided in his/her work by Carol Todd.

iv. I met with Powell Woodward (Director of EIP/Northeast) in Boston on 16 January, and detailed our need for someone fulltime to inventory all statewide voluntary organizations and programs and to work directly with the 59 school districts to inventory all local organizations and programs suitable for voluntary community activity by school students.

v. He will select a possible candidate, a Vermonter, who we will then meet and accept or reject. If any of you have a candidate you want considered, please call Powell Woodward in Boston at 617/426-4783 soonest.

continued...

vi. I assured Powell that the person we needed must be a self-starter, willing to handle considerable tedius details, handle him/her self well on the telephone, and be able to work directly with me on occasion by travelling with me to one or more school districts.

vii. What I hope is that we can find someone in one of the more active local voluntary agencies or programs in each of our 59 school districts who will work with the intern to build up an inventory of possible voluntary community service slots particularly appropriate for local school students. In this way, we will have used the grant from the Edwin Gould Foundation wisely...we will have set up a process which can continue without further funding.

viii. I anticipate that there will be a flurry of new slots available for students in each school district as (and if!) students begin to take an active interest in doing voluntary community service.

The Edward W. Hazen Foundation

ix. 17 January I met with Richard Magat, President of the Hazen Foundation, and secured from him active interest in support of our SerVermont initiative. Accordingly, he has stretched the deadline (was 15 January) to permit an application for this funding cycle.

x. In order to prime the community service pump, I am suggesting the holding of several mini-grant competitions, and have asked The Hazen Foundation if they would support two of the five I envision for both this school year and next. One competition would serve Vermont's dropouts; another Vermont's handicapped. If they agree, they will make a grant of $10,000 to Vermont College ($9,000 for the program and $1,000 to defray VC's administrative costs).

The Commonwealth Fund

xi. On 22 January I met with Margaret E. Mahoney, President of the Commonwealth Fund who offered to help support a mini-grant competition involving health-care-related community srvice for the elderly. And to provide me, as well, with some technical assistance (and the funds) to carry out an evaluation of not only the mini-grant competitions, but the impact of SerVermont overall.

continued...

The Turrell Fund

xii. On 23 January I met with Carl Fjellman, Executive Director of the Turrell Fund to discuss with him the possibility of support for two mini-grant competitions, and he invited me to apply. Their deadline for submission is 1 March, and so I am as of this writing beginning to prepare a proposal for the Turrell Fund somewhat akin to that sent to the Hazen Foundation.

The Mini-grant Competions

xiii. In brief, what I want to do as I visit schools starting in the Northeast Kingdom and working my way down the Eastern border of Vermont is to offer students the opportunity to win up to $200 for a community service project to be carried out the remainder of this school year, over the summer, and/or not start until fall of the 1986-1987 school year.

xiv. The competitions will be held in five service categories:

SerVermont's Seniors;
SerVermont's Dropouts;
SerVermont's Handicapped;
SerVermont's Preschoolers;
SerVermont's Libraries.

xv. Competitive teams must be made up of 3-5 students. The students must choose one member of the school faculty or staff not as an advisor, but to be a member of the service team; and also must have on the team a member of the community they are to serve. That is, for SerVermont's Seniors, one local senior citizen must be a member of the team which submits a grant proposal. Each SerVermont's Dropouts must include a recent school dropout. Obviously a handicapped child or adult should service on each SerVermont's Handicapped team. Each SerVermont's Preschoolers team should include a local adult with expertise in this field, and, of course, a librarian or library trustee should serve on each SerVermont's Libraries teams.

xvi. It is my intention to introduce two competitions to each school visited -- in five schools -- and to urge each school to support as many teams as are interested, hoping for at least 25 proposals.

xvii. The SerVermont Commission would then consider each proposal, looking for those involving the most people with the highest quality service.

continued...

xviii. The largest amount possible for a SerVermont mini-grant is $200. If each of the proposals we choose budgets that amount, then we can offer only 10 in each category. But I am hoping that some projects will come in for less, allowing us to provide more than 10.

xix. Also going to suggest after winners are chosen that we pick two or three which were "close seconds" and urge that the teams go ahead with their plans, and that we will attempt to help them find local funding support. I want to do this, not only to keep the momentum going, but, of course, we don't want SerVermont's activities to depend on "outside" funding. We want to stand on our own. Hence, I call the funds from these foundations pump-priming, trusting the flow for years to come will be without a drought.

xx. I have included in my grant requests that my travel expenses, and a modest consultancy fee be included, permitting me to spend the lion's share of my time travelling the state first introducing the program, next providing technical assistance, and further allowing me to do on-the-spot evaluations.

xxi. Each of the potential grantees were eager to know that some follow-up as well as consultant help would be readily available to those initiating community service projects.

xxii. Just as I was getting ready to print this memo, Donn McCafferty called to say he would be coordinating the SerVermont initiative. Donn is Chief of the Department of Education's Educational Resources Unit. How wonderful to have someone so very knowledgable and enthusiastic steering us along the smoothest possible path.

###

APPENDIX B

Inventory Sheet (Windsor County/Mary Simpson)

MT. ASCUTNEY HOSPITAL AND HEALTH CENTER

Contact

Nancy S. Loux
County Road, Windsor, 05089
PH: 674-6711

Jobs

Clerical: Address Envelopes; Type
W/Patients: Read to Them; Play Games; Do Crafts
Write Letters; Visit.
Yard Maintenance
Gift Shop Sales

Training

Will provide necessary training/supervision

Experience

You will learn what happens in a hospital environment, and perhaps be better able to make a career choice in this field. You will learn to work with professional doctors and nurses. You will learn about special needs of the elderly and how best to help them.

Minimum Age

13+

Transportation

Must supply own.

Time Commitment

Must commit at least two (2) hours per week during the school year (about 100 hours a year, including summer work). Not interested in "occasional" volunteers; expect students to make a regular commitment.

Special Comments

TOWN OF HARTFORD PARKS AND RECREATION DEPARTMENT

Contact
Herb Hatch, Director
White River Junction 05001
PH: 295-9353

Jobs
Seasonal: Summer help with special events such as races, softball, swimming, volleyball, field hockey, basketball, music, and at the day camp programs.
Winter help with basketball, hockey, skating, etc.
Maintenance: Cleaning, sweeping, raking general grooming of fields and park areas.
Clerical: Typing, filing, telephone, etc.

Training
On the job.

Experience
Leaarn how to coach, assist others, and learn how a recreation department works.

Minimum Age
14+

Transportation
Must supply own

Time Commitment
Flexible

Special Comments
"I am excited about this, and willing to participate in any way."

SERVERMONT QUESTIONNAIRE TO ALL NON-PROFIT ORGANIZATIONS

Name of Organization:

Contact Person:

Job Descriptions W/Work Involved for Each

Training:
Will training be provided? If not, how will students know what to do?

Experience:
What will the studetns learn or experience when they volunteer for you? (Examples: Will learn how to take care of children; will understand how an office runs; learn communication skills, etc.)

Minimum Age:
Is there a minimum age for the student volunteers? Anything special you want to say about maturity?

Transportation:
Will you help with transportation or must this be left up to the students?

Hours Required
How many hours would you expect of a volunteer during the school day? After school? On a weekend/vacation? In the summer? Can the hours be flexible?

Describe previous experiences with high school volunteers:

If you choose not to use high school volunteers, please indicate why:

Thank you for your time and interest in SerVermont.
Please send the completed questionnaire to:
Lisanne Dooman, SerVermont Desk, Department of Education
Montpelier, VT 05602

APPENDIX C
Memo No. 8, Para. ii

6 March 1986

TO: Ellen M. Fallon; Stephen Kaagan; Carol Todd; Donn McCafferty

FR: Cynie Parsons

RE: SerVermont (Memo #8)

SerVermont's Seniors

ii. Dick Ashley suggested I give all 10 schools in the Northeast Kingdom a call...see how they were getting along...jog them a bit. And so as soon as I got home this afternoon, I started making the calls.

Canaan Memorial -- "Nothing has developed"

Cabot -- "To tell you the truth, it hasn't been accepted positively. No time."

Danville -- "Nothing has happened. No, no reason for you to come here. Teachers not interested."

St. Johnsbury; Lake Region; Craftsbury Academy -- Contacts not in; will call back; didn't.

North Country UHSD (Ass't Super) -- "Oh, golly, gave stuff to Ed Scott and have no idea what's happened."

Lyndon -- "Turned it over to Mr. Twombley; not sure what they are doing; did suggest working with seniors and computers. Sounded interested."

Hazen UHSD -- "Have meeting scheduled with presidents of our clubs; think it will probably be our Key Club which sends in a proposal."

Concord -- "Have a 5th grade teacher and a team of students interested in meeting with you to go over their plans."

HENCE: I WILL GO TO CONCORD ON THURSDAY, 13 MARCH FOR LUNCH MEETING.

APPENDIX D
Memoranda Numbers 15, 22, and 32

6 April 1986

TO: Ellen M. Fallon; Stephan Kaagan; Carol Todd; Donn McCafferty; Elizabeth Edwards; Reva Spengler

FR: Cynie Parsons

RE: SerVermont (Memo #15)

Advisory Board Meeting

i. First meeting Wednesday 2 April courtesy Carol Todd held at Vermont College -- all but Eliz. Edwards on hand as she was busy in the Legislature. Very helpful to me because of the obvious interest and encouragement to proceed. I'm happy that all agreed we would not meet unless and until there is a specific need. Since the returns for mini grants are coming in sparsely, no need to meet all in one place to hash over who gets what. Will circulate all letters for the SerVermonat's Towns & Cities competition after they come in with a deadline of April 11.

ii. Steve had nudged the education commissioners to include me in their summer conference to talk about community service; they had written to Edwin Gould Foundation asking for money for the conference; and Schuyler Meyer, Jr., President, had written back that they didn't make such grants, but they would be happy to defray my costs for getting to the conference. Steve had hoped they would have contacted me to speak; they had not. I am reluctant to follow up. I suspect they are working with ECS, and ECS thinks it knows what it wants to say about youth service without calling on me. I am reluctant to get into ANY turf fights over service. My values call for full cooperation, not competition. Steve, who is attending the conference, will just have to carry the honors for Vermont.

continued...

Intern

iii. Hard to believe the frustration over securing an intern. For heaven's sake, the Dep't. of Education has work space all assigned! Cancelled EIP the morning of the Advisory Board meeting after calling Schuyler Meyer to be sure he would be willing to change from EIP to the Center for Service Learning at University of Vermont. He was. And Hal Woods, its director, was delighted to become a part of SerVermont. Attached, a copy of the material I sent to Hal. The internship will be a full year's appointment and cost $5,500 with $1,500 in administrative costs and $4,000 stipend for the intern. For this, the intern works a 40-hour week, earns university credit up to 18 hours, and is encouraged to continue some course work at the same time.

iv. EIP's four "candidates" were most unsuitable. One with no car. Only one ever in Vermont, and she did not return phone calls with messages from her answering service. One who was reached said she wasn't interested in any internships and was a full-time trained nurse who graduated from college in 1979. The fourth has his doctorate in Hebrew studies.

v. Called Gioia Thompson, student of mine in ENVS195 this past Fall who, after she read my position paper on MANAGING NATIONAL SERVICE said she would be interested to be helpful if she could. Knew she had a spring semester internship, but hoped she might be interested in this internship and be doing her thesis at the same time. She said she was interested and would go to the Center for Service Learning and pursue it; also talk to two friends she knew were looking for internships.

vi. At Wednesday's meeting, Carol Todd said she would let a young person know about the internship.

First Ten SerVermont's Seniors

vii. Unless something comes in the mail Monday, Tuesday, or Wednesday, we will have just one "winner" from the first mini-grant competition. Plan to write up an announcement for Steve for the Small Schools Conference on 10 April; let that double as a press release. I have called again the contacts at Concord, St. Johnsbury, and Lyndon so maybe something will happen.

continued...

viii. What do I think? With the exception of North Country, none of the 9 schools put a priority or even expectation on community service. So it is an "add-on." Also, because I indicate that the teams will be student run but school-sponsored, and because I have not addressed assembled students at any of the 10 schools, I must rely on impetus from the very people who have not shown much impetus for youth service in the past. But I think, still, that SerVermont needs to address students directly...and undoubtedly needs to do so just as I'm doing now, by introducing the school head to the concept, and offering the mini grants. But follow up must follow. Not only second school visits by me, but we badly need that inventory of possible service positions, and the descriptions of doable service programs. I also think, given Vermont, we're probably going about this the right way...one school at a time, low key, grass roots, student thrust, school control.

ix. Commonwealth Fund will grant $5,000, but not until 1 July, the start of their new fiscal year. Will draw on the Gould funds in the SerVermont account at Vermont College for all SerVermont Seniors I & II expenses, but keep the paper trail straight.

SerVermont's Seniors II

x. Visited Brattleboro UHSD#6; talked to the principal. On the phone appeared not to have heard about SerVermont. After I got to his office said he was sure he had heard me speak at New England Headmaster's Meeting in Boston. Said it was a good speech, and that, of course, had him taking a little less casual interest in the SerVermont's Seniors flyer. Assured me that the high school had a goodly number of community activities already under way. I gave him a single copy of SerVermont's Towns & Cities, and he asked if the students might not enter that competition. Assured him they could, of course, design a program of that nature.

Windham Foundation

xi. Met with Steve Morse and Charles Atwater on Thursday. They asked some good questions, particularly about SerVermont's "official" status. Was there a Commission? How formed? Was there a paid coordinator or director? How organized? What guarantee of longevity and commitment? I kept saying that while the questions were good ones that the timing was premature...that we needed first to know what was needed before we set up the machinery to meet the need. That the funding I was securing was pump-priming, and not basic support. And that what this 18 months of activity should do is provide those answers.

continued...

xii. They seemed pleased at the commitment of space and support service by the Department of Education, worried about my longterm commitment, and finished up by saying they would consider support for a mini grant competition at their May Trustees Meeting.

xiii. I also had talked with Steve about a possible Foundation-sponsored conference for summer 1986, but started our meeting on 3 April by saying we weren't ready for it. Did suggest that a conference to settle on some of the issues raised in the meeting might well come before such a conference next summer, after a full school year of service activities. No specific commitment, but I sensed a general agreement from him and from Mr. Atwater. Mr. Atwater is former headmaster at Pingrey School which had a very active community service program, and his questions and comments were both acute and helpful.

Donn McCafferty and Vermont School Boards Association

xiv. I do hope that Donn gives some information to the VSBA for their newsletter. Maybe would be good to get something in before end of the school year. Maybe just info about what the mini-grant competitions are like, and if he can wait until April 14 or so, we'll be able to give examples of SerVermont projects from both the SerVermont's Seniors I, and SerVermont's Towns & Cities.

- end -

22 May 1986

TO: Ellen M. Fallon; Stephan Kaagan; Carol Todd; Donn McCafferty; Elizabeth Edwards; Reva Spengler

FR: Cynie Parsons

RE: SerVermont (Memo #22)

Turrell Fund

i. Delighted to say that the Turrell Fund board of directors met, reveiwed our SerVermont proposal, and has granted us $10,000 to explore community service in Vermont's secondary schools using mini grants.

ii. I have kept in close touch with Carl Fjellman, executive director for the Turrell Fund, and he's been most enthusiastic about our efforts.

iii. One strategy, now that the funds are actually in hand, is for me to try to visit some of the schools in south-west Vermont, not to offer minigrants, but to explore what I might offer come fall.

Hazen Foundation

iv. SerVermont has received a cheque for $1,000 for me to use to encourage both graduate and undergraduate students to look at some of the school-sponsored student service activities both already in place and newly primed by SerVermont.

Grants: So Far

v.

Gould for mini grants	$ 5,000
Gould for booklet/travel	5,000
Gould for intern (to UVM)	5,500
Commonwealth, mini grants	5,000
Hazen for evaluation	1,000
Turrell for mini grants	10,000

vi. The Commonwealth Funds will not be forwarded to Vermont College/Norwich University until 1 July 1986. But they are fully committed; and our required papers have gone to their fiscal officer, as requested, by 1 June.

continued...

vii. The SerVermont account at Vermont college has received, as of this date, $21,000, since 1 January 1986. After 1 July, an additional $10,000 will be forwarded from the Commonwealth Fund, for a total of $31,000. The only other solicited grants for SerVermont's first 18 months (1/01/86 - 6/30/87) which are pending are: Service America - $5,000; and The Windham Foundation - $10,000.) One note: On 1 January 1986, I had left in the grant I had received (in 1985) from the Edwin Gould Foundation for Children to explore the issue of National Service, some $781.89. With permission from the Gould Foundation, I switched the $781.89 to the SerVermont account, and began using those funds early in 1986.

viii. Hence, it would be correct to say that as of today's date, SerVermont had received $21,781.89

ix. The Gould funds for the intern have not been forwarded to UVM, as no intern has been chosen.

Financial Musings

x. EXPENDITURES

January	$ 495.89
February	1,092.00
March	2,214.07
April	758.38

Total = $ 4,560.34*

* Note: Actual cash on hand after expenditures on 30 April was derived from $10,781.89 - $4,560.34, or $6,221.55. Because the only actual cash received by Vermont College, as of 30 April is from the Edwin Gould Foundation. The Commonwealth grant cheque is to be forwarded on 1 July 1986.

xi. But I have treated the SerVermont funds as though we had the actual money from the Commonwealth Fund, or had on hand when the year started some $15,781.89. Therefore, if I subtract the total for the first four months from the "starting" amount, I get: $ 11,221.55. And from that I must subtract the administrative fee for Vermont College for the Commonwealth Fund grant, or $450 (9% of $5,000); and the $1,000 (10% of $10,000) fee for the Gould grant. Hence, left in the account on May 1, 1986 is: $9,771.55

continued...

xii. Almost all of that $4,500 has been spent on travel expenses, not only throughout Vermont, but to several youth service conferences. Interestingly, my $50/day consulting fee, charged only sparingly, has amounted over the four months to: $ 800. I never charged consulting time for any out-of-state trips, and often charged 1/2 day when school visits did not consume more than 6 hours.

Merry Month of May

xiii. Incoming funds amount to $11,000 ($1,000 Hazen; $10,000 Turrell), and only from Turrell is there an administrative fee (10% of $10,000, or $1,000).

xiv. At the same time, this is the month I am distributing winners' cheques for the min-grant letters. The mini grants total: $ 880.84.

xv. Hence, I anticipate a strong balance in the SerVermont account by the end of May of at least $ 17,000.

Just For the Fun Of It

xvi. Number of miles in my own car on SerVermont business for first four months of 1986 = 6,470! If we were to figure approximately 40 miles an hour through ice, snow, villages, and stoplights, we have me spending 20 eight-hour days in the car! Egads...why did I ever figure this out. It's 161+ hours! And I've only taken $800 in consulting fees? Mad, Cynthia, mad.

xvii. No. Not mad. I love what I'm doing. And think what I'm learning is very important. We'll be a better state if our children learn how to serve, and if it takes another 6,470 car hours I'll do it!

- end -

25 November 1986

TO: Ellen M. Fallon; Stephan Kaagan; Carol Todd; Donn McCafferty; Elizabeth Edwards; Reva Spengler; and Lisanne Dooman

FR: Cynie Parsons

RE: SerVermont (Memo #32)

Bellows Free Academy - Fairfax

i. This is a K-12 school about 20 miles north of Burlington. I visited briefly with the principal, asking if he wouldn't be interested in a project which might involve the whole school. One that SerVermont and its resources might help initiate. He was not very responsive; spent less than 10 minutes with me; accepted a handful of brochures to share with his teachers; and said he might get back to me.

ii. Prior to meeting with him, I had cherished the possibility that we might have one whole school look for a single community challenge and organize to help meet that challenge; and further that it would be particularly interesting to see how each age group might help out. The notion of a whole-school effort, is, I'm sure, worthy of trying; but whether Fairfax is the community, I'm not so sure. I will go back up there sometime before the Christmas holidays, and see if I can elicit a warmer climate!

The Next SerVermont's Seniors Schools

Otter Valley UHSD#8, Brandon
Rochester Elementary High
Middlebury UHDS#3
Vergennes UHSD#5
Mt. Abraham UHSD#28, Bristol
Champlain Valley UHSD #15

iii. What a job I've had trying to get into these schools to talk to some classes. Partly my fault as I've had two colds which I didn't want to take on school visits. And also partly my heavy out-of-state travel and commitment schedule for the end of November. Of the six listed, I've only been to CVU High School.

continued...

iv. Met with two classes, suggesting that the class as a whole, or some subset of the students, think of a project for which they might need mini-grant funds. One class group was lively and interested; the other only barely polite. Since this school has such an active DUO program, it just may be that no SerVermont initiative will come forth -- or needs to come forth.

Lisanne's Project Schools

Essex Junction High School
Mt. Mansfield USD#17, Jericho
Colchester High School
Burlington Senior High School
South Burlington High School
Bellows Free Academy, St. Albans
Missiquoi Valley UHSD#7, Swanton
Enosburg Falls High School
Richford High School
Milton Jr./Sr. High School
Winooski High School

iv. One of Lisanne's schools (Colchester High School), after getting my letter saying she would contact them, called me, and I have arranged to go at the tail end of a teachers' meeting Dec. 10 at 3 PM to introduce SerVermont with the hope that one or more of the teachers might encourage community service as part and parcel of the ongoing curriculum. The head of the English department is the one who encouraged this instead of a more hasty effort to do "something" for Christmas.

Cabot School

v. Cabot was in the midst of review last spring which is why they did not initiate a SerVermont project, hence it is no suprise that they are the first of the 37 schools in the Eastern half of the state to apply for one of the special SerVermont's Seniors minigrants.

vi. Attached, copies of Cabot's letter to SerVermont, and my positive response.

vii. Although Craftsbury Academy's project needs re-funding, I was unable to help out; in light of the fact that I secured the mini-grant funding on the basis that it was primarily pump-priming, and not operational.

viii. If any of you have suggestions for how Craftsbury Academy might be able to repeat their luncheon and entertainment, I'm sure Andy Colameco would be delighted to hear from you.

continued...

Minnesota Youth Service

ix. A year-long state task force has completed its final report and has proposed the formation of a Minnesota Youth Service. Just what form this is to take, I don't know yet, but will precis the report when I get it.

x. I do know that the youth corps movement is discovering the need for more high school service as an appropriate prerequisite. Also, most corps find that it's the functionally illiterate who sign up in the larges numbers, and they must now try to teach both work skills and basic literacy...and this leads them to believe that more service activity at the high school level might lead to more interest in literacy...

xi. Donald Fraser, the Mayor of Minneapolis (if not St. Paul) has been leading the way on high school service activities in Minnesota, along with Dr. Diane Hedin and Dr. James Kielsmeier.

SerVermont's Out-of-state Impact

xii. I am being called on, increasingly, to talk about SerVermont as the desire for more student community service heats up across the nation. Had to interrupt this memo to talk with Peg Rosenberry who helps coordinate youth corps across the US, because she is being called on to help coordinate efforts for high school service. Charleston, NC has a communaity foundation particularly interested; there is talk of school service efforts in Indianapolis, Cleveland, St. Louis, and many are looking hard at the Los Angeles experiment.

xiii. At the same time, there is a sorry power game being played by a few "actors," looking for ways to cash in on the rash of interst in student and youth corps service. I'm not pleased by much of it; worried that the infighting will kill off the bubbling enthusiasm. At the same time, some very thoughtful and humble people are showing serious interest, which leads me to feel that SerVermont will not be crushed out; and that we will be given the time to explore as well as given some attention because we've tested some ideas statewide.

continued...

xiv. And while all who read these memos know about it already, it's hard to have the listener tell you: "Ah, but the reason you can do that is because it's Vermont." Balderdash! We've got the same problems as anywhere else...and maybe even more so. Urban poverty is awful...but not nearly as awful as rural poverty. The urban family and child have a plethora of helping sources at hand; their rural counterparts do not. But both have TV and magazines to tell them what they are "missing."

Sir Alec Dickson

xv. Next memo, you'll hear about the time Alec Dickson, founder of Voluntary Service Overseas, spent in Vermont, courtesy the Edwin Gould Foundation for Children.

- end -

APPENDIX E
News Article & Mini-Grant Announcements

From the Burlington Free Press, Dec. 24, 1986

Vermont High School Students Packaged Holiday Good Will

Vermont's high school public service program brought Christmas cheer this year to young and old in Chittenden County.

Student volunteers from Burlington, Essex Juction and South Burlington high schools organized holiday events with help from SerVermont, a privately funded program that enlists student teams in public service projects.

Volunteers from South Burlington and Burlington high schools helped senior citizens at Birchwood Terrace Healthcare with their Ho Ho Hotline, on which Mrs. Santa talked with child callers.

South Burlington students caroled at the Burlington Convalescent Center and Essex Junction students caroled at Whitcomb Woods for senior citizens.

Also at Whitcomb Woods, 157 residents (and friends) were served a Christmas dinner by Essex Junction students.

SerVermont is compiling a statewide directory of non-profit organizations and groups that could use volunteer services. Information about the program may be obtained by calling Lisanne Dooman, State Education Department, 828-3124.

SerVermont

Students in Community Service

SerVermont's Libraries -- A Mini-grant Competition
Awards up to $200.00

Q. WHO MAY ENTER? A. Student-run teams

* A team must consist of 3, 4, or 5 students.
* The students must choose one (1) member of the faculty or staff to be on their team.
* The students must choose one (1) librarian or library trustee to be on their team.

Q. HOW DOES A TEAM ENTER? A. Writes a letter

Each team (there's no limit to the number of teams which may enter from a single school) meets and designs a way for as many school students as possible to help the local library. Projects might deal with reading to older citizens, or providing reading enrichment activities for preschoolers, or helping seniors in the community learn to use a computer. Or whatever a team decides. The letter describes the project.

Q. WHAT ELSE IN THE LETTER? A. A budget/A timeline

* The mini-grant funds may not be used to pay student volunteers for time served. The purpose of the grant money is to permit a winning team to be able to pay "special" costs. For example, for materials, or equipment, or transportation -- or?
* Each team may budget up to $200.
* Include a starting date for the project.

more on the back...

□ Cynthia Parsons, Coordinator, P.O. Box 516, Chester, VT 05143

Q. WHERE DOES THE LETTER GO? A. To Cynthia Parsons

Q. WHEN IS THE DEADLINE? A. October 15, 1986

Q. WHO WILL JUDGE THE PROPOSALS? A. An Advisory Board

Q. WHAT WILL THE JUDGES LOOK FOR? A. Excellence

* For projects which help nonreaders learn to read
* For projects which involve many student volunteers
* For projects which provide students with opportunities to learn new skills

Q. WHEN WILL WINNERS BE ANNOUNCED? A. October 20, 1986

Q. WHICH SCHOOLS ARE INVOLVED? A. These eleven

* Arlington Memorial
* Burr & Burton Seminary
* Fair Haven UHSD #16
* Mill River USD #40
* Mt. Anthony UHSD #14
* Poultney High School
* Proctor Jr./Sr. High School
* Rutland High School
* West Rutland School
* Whitingham School
* Wilmington High School

Q. WHEN DID SerVermont BEGIN? A. January 9, 1986

Governor Madeleine M. Kunin
Budget Message/State of the State Address

"In this coming year, we will launch a volunteer program for high school students, stressing public service in the community, called 'SerVermont.' Students will be taught the value of personal volunteer service and our communities should benefit from their efforts."

>>>

Ser Vermont's Seniors

A MINI-GRANT COMPETITION

Awards up to $200.00

Q. WHO MAY ENTER? A. Student-run teams

* A team must consist of 3, 4, or 5 students.
* The students must choose one (1) member of the faculty or staff to be on their team.
* The students must choose one (1) local senior citizen to be on their team.

Q. HOW DOES A TEAM ENTER? A. Writes a letter

Each team (there's no limit to the number of teams which may enter from a single school) meets and designs a student-run community service project which will provide needed and important care for senior citizens living in the communities the school serves. The letter should tell the scope of the project, how the team plans to carry it out, how many students will be involved, and how many senior citizens will be included.

Q. WHAT ELSE IN THE LETTER? A. A budget/A timeline

* The mini grant funds may not be used to pay student volunteers for time served. The purpose of the grant money is to permit a winning team to be able to pay "special" costs. For example: for materials or equipment or transportation -- or?
* Each team may budget up to $200.
* Include a starting date for the project, and, if possible, plans for continuing the volunteer service activities during the summer and into the next school year.

front...

Q. WHERE DOES THE LETTER GO? A. To Cynthia Parsons

Cynthia Parsons
PO Box 516
Chester, VT 05143

Q. WHEN IS THE DEADLINE? A. March 14, 1986

Q. WHO WILL JUDGE THE PROPSALS? A. An Advisory Board

Q. WHAT WILL THE JUDGES LOOK FOR? A. Excellence

* For projects which serve those senior citizens with the most serious needs.

* For projects which require the least amount of "outside" money.

* For projects which provide students with opportunities to learn new skills.

* For projects which will last as long as possible -- even as long as the services are needed.

Q. WHEN WILL THE AWARDS BE MADE? A. First week in April

Q. WHEN DID SerVermont BEGIN? A. January 9, 1986

Governor Madeleine M. Kunin
Budget Message/State of the State Address

"In this coming year, we will lauch a volunteer program for high school students, stressing public service in the community, called 'SerVermont.' Students will be taught the value of personal volunteer service and our communities should benefit from their efforts."

>>>

SerVermont's Towns & Cities

A MINI-GRANT COMPETITION

SerVermont Awards up to $200.00

Q. WHO MAY ENTER? A. Student-run teams

* A team must consist of 3, 4, or 5 students.
* The students must choose one (1) member of the faculty or staff to be on their team.
* The students must choose one (1) local government official to be on their team.

Q. HOW DOES A TEAM ENTER? A. Writes a letter

Each team (there's no limit to the number of teams which may enter from a single school) meets and designs a student-run community service project which will benefit their local town, city, or village. Projects may involve working with the local police, or with the selectmen, or with the fire department, or with the listers, or with the clerk, etc. There's no limit to the number of students who may be involved. The letter should describe the project, tell how many students will be involved, and explain how the project will improve local services.

Q. WHAT ELSE IN THE LETTER? A. A budget/A timeline

* The mini-grant funds may not be used to pay student volunteers for time served. The purpose of the grant money is to permit a winning team to be able to pay "special" costs. For example: for materials or equipment or transportation -- or?
* Each team may budget up to $200.
* Include a starting date for the project, and, if possible, plans for continuing the volunteer service activities during the summer and into the next school year.

front...

Q. WHERE DOES THE LETTER GO? A. To Cynthia Parsons

Cynthia Parsons
PO Box 516
Chester, VT 05143

Q. WHEN IS THE DEADLINE? A. April 11, 1986

Q. WHO WILL JUDGE THE PROPOSALS? A. An Advisory Board

Q. WHAT WILL THE JUDGES LOOK FOR? A. Excellence

* For projects which help local town (village or city) officials solve local town problems.
* For projects which require the least amount of "outside" money.
* For projects which provide students with opportunities to learn new skills.
* For projects which will last as long as possible -- even as long as the services are needed.

Q. WHEN WILL THE AWARDS BE MADE? A. First week in May

Q. WHEN DID SerVermont BEGIN? A. January 9, 1986

Governor Madeleine M. Kunin
Budget Message/State of the State Address

"In this coming year, we will lauch a volunteer program for high school students, stressing public service in the community, called 'SerVermont.' Students will be taught the value of personal volunteer service and our communities should benefit from their efforts."

>>>

back...

APPENDIX F
SerVermont Mini-grant Winners

SerVermont's Seniors

Craftsbury Academy, Craftsbury Common
Andy Colameco, Principal
Ph: 586-2541

Bellows Falls Union High School, Bellows Falls
Jean R. Blacketor, National Honor Society Advisor
Ph: 463-3944

Cabot School, Cabot
Jim Abbott, President, Student Council
Julia Hewitt, Advisor
Ph: 563-2289

Concord High & Graded, Concord
Mildred J. Stuart, Coordinator/Community Visitors
Roger Boyington, Principal
Ph: 695-2550

SerVermont's Towns & Cities

Oxbow Vocational Center, Bradford
Russell Haviland, Vocational Director & Selectman
Ph: 222-5212

Northfield Jr.-Sr. High School, Northfield
Jean Nason, Member Student Council
Danield H. DiLena, Principal
Ph: 485-5751

Peoples Academy, Morrisville
Winton I. Goodrich, Assistant Principal
Ph: 888-4600

Whitcomb Jr.-Sr. High School, Bethel
Ted Nelson, Town Manager
Scott Holsten, Student
Ph: 234-9966

Randolph Union High School, Randolph
Paul Lissandrello, Principal (Now at U-32)
David Gregg, Selectman, Town of Randolph
Ph: 728-3397

SerVermont's Libraries

West Rutland School, West Rutland
David Philipsen, Librarian
Ph: 438-2288

Poultney High School, Poultney
Sally Grace, Librarian
Ph: 287-5861

SerVermont

Students in Community Service

A MINI-GRANT COMPETITION * AWARDS UP TO $200

SerVermont's Teachers

Q. WHO MAY ENTER? A. Any interested teacher

* Fill in the requested information on the reverse side of this sheet.

* Send the completed application to:
Cynthia Parsons
PO Box 516
Chester, VT 05143

Q. WHAT'S THE MONEY FOR? A. Out-of-pocket expenses

* The mini-grant funds cannot be used to pay student volunteers or yourself for time served. The purpose of the grant money is to pay "special" costs; such as material, equipment, or transportation.

Q. WHEN'S THE DEADLINE? A. January 24, 1987

Q. MAY A TEAM APPLY? A. Certainly

* If two or more teachers want to develop a service-learning project together, and because of the scope of the project will require more than $200, they may request up to $300.

Q. WHO ARE THE JUDGES? A. An Advisory Board

* They are looking for projects which integrate community service with the curriculum; and which assure that each participating student will gain a deeper understanding of what it means to be a small "d" democrat.

✔ Cynthia Parsons, Coordinator, P.O. Box 516, Chester, VT 05143
□ Lisanne Dooman, Intern, Dep't. of Education, Montpelier, VT 05602 (802) 828-3124

front...

A SERVICE-LEARNING PROJECT

Purpose: To design a project which combines in-class academic study with some involvement in community service. For example, math students might offer bookkeeping assistance to non-profit organizations or the town treasurer. English composition students might put out a newsletter for a town or non-profit organization. Physical science students might offer to do a research project to help solve a community problem.

>>>

Your Name(s):

School:

Involved Course(s):

Number of Students:

Amount Requested:

Project Description: (Please attach a separate sheet if necessary)

APPENDIX H
December 1986 Expenditures Memorandum

2 January 1986

TO: VERMONT COLLEGE, Division of Continuing Education

FR: Cynthia Parsons

RE: SerVermont Expenditures/Gould; Commonwealth; Hazen; Turrell.

REMAINING IN GOULD GRANT	$2,949.44
REMAINING IN HAZEN GRANT	$1,000
REMAINING IN TURRELL GRANT	$5,908.63
REMAINING IN COMMONWEALTH GRANT	$3,488.54

New Total in SerVermont Account: $13,346.61

GOULD GRANT

(No expenditures this month)

COMMONWEALTH GRANT

12/09	Copies/Service article	1.67
12/10	Copies/Service articles	3.95
12/10	Otter Valey/Middlebury/Vergennes Colchester -- Faculty Meeting	
	Own Car 290 miles	59.45
	Three meals	25.00
	Full Day Consult	50.00
12/11	Correspondence & Articles	
	Full Day Consult	50.00
12/17	University of Vermont	
	Own Car 250 mi.	51.25
	Three meals	25.00
	Full Day consult	50.00

Total for C. Parsons from Commonwealth = $ 316.32
Mini-Grant Checque for Concord High and Graded = $200.00
New Commonwealth Balance = $2,972.22

HAZEN GRANT
(No expenditures this month)

continued...

TURRELL GRANT

C.Parsons' Telephone Charges = $103.18

12/02	Computer Paper/Ribbons	$ 78.00
12/03	Boston, W/Alec Dickson	
	Travel exp. charge to Gould Foundation direct	
	Full day consult	50.00
12/04	Boston, Montpelier, Burlington W/Alec Dickson	
	Travel exp. charge to Gould Foundation direct	
	Full day consult	50.00
12/05	Burlington W/Alec Dickson	
	Travel exp. charge to Gould Foundation direct	
	1/2 day consult	25.00
12/06	Roll of stamps	22.00
	Mail memo #33	1.51
	Copies	1.04
12/12	Prepare Articles on SerVermont	
	Full Day Consult	50.00
12/20	Roll of stamps/package	23.17
12/26	Copies/Envelopes	40.99
	Stamps for mini-grant mailing	22.40
12/22-12/24 & 12/29-12/31		
	6 Days' on Year's Report	300.00

Total for C. Parsons from Turrell = $ 767.29

12/12	Lisanne Dooman, Intern's Expenses	
	Schooling for Display-Write	90.00
	SerVermont travel 1,717 miles	351.99
	Calls from home phone	9.93

Total for L. Dooman from Turrell = $451.92

Total from Turrell Grant = $1,219.21
New Turrell Grant Balance= 4,689.42

Three Checks, Please:

Concord High and Graded (Roger Boyington, Principal): $200.00

Cynthia Parsons, SerVermont Coordinator: $767.29

Lisanne Dooman, SerVermont Intern for expenses: $451.92

- end -

APPENDIX I
Excerpts from Memoranda Nos. 1, 8, 15, 20, & 23

1) See Appendix A, Memo No. 1, Paras. iii & iv.

2) Memo #8, Paras. viii & ix.

6 March 1986

The Intern

viii. Called the EIP's Powell Woodward (took four left messages to get a return), only to discover he's not yet got any candidates for me to interview. Told him I would be in California from 21 to 31 March, and definitely wanted to pick the intern before then. He was busy assuring me he had some excellent prospects. They better be!

ix. As Donn McCafferty mentioned when I visited the Dep't of Ed, we'll need that intern to help us all keep track of all these projects and help with the hours of telephoning necessary.

3) See Appendix D: Memo No. 15, Paras. iii & iv

4) Memo No. 20, Paras. iv & v

11 May 1986

Intern

iv. Met at noon the 28th with Hal Woods, Director of UVM's Service Learning Program who said he thought the internship with SerVermont was a good one, but that it was often difficult to make the match. I went then to Bittersweet, and the faculty and students there quickly made up a list of possible candidates and the secretary contacted them, urging them to go to Hal's office.

v. Had no idea it would be this difficult to find a hard-working Vermonter eager for pocket money. Certainly is a curious problem.

continued...

5) Memo #23, Paras. i-v

2 June 1986

Intern

i. We have her! Lisanne Dooman.

ii. She's presently the caretaker at Merck Forest & Farmland Center in Rupert, Vermont. This summer, she is leading a group of high school volunteers who will be clearing trails, etc. at Merck Forest. Lisanne has done community service work both as a high school and college student, and has supervised student volunteers for several years. She has her B.A. degree, and is going on to graduate school either to get a teaching certificate or in environmental studies or biology.

iii. While in Burlington exploring possibilities at UVM, she went to the Office of Service-Learning, read the description of the SerVermont Internship, and called me to make an appointment. We met at Friendlys in Manchester on Friday the 23rd, and I went to Merck Forest the following Friday to say I was eager to have her do the Internship, after getting a letter from Lisanne saying she was interested.

iv. Starting 8 September 1986, she will be the SerVermont Intern.

v. While at Merck, I met Lisanne's co-workers and the administrator of Merck Forest. All assured me that Lisanne would do a wonderful job, and that she had been most enthusiastic after our meeting on May 23.

APPENDIX J
Memo No. 14, Para. xvii

1 April 1986

An Important Nudge

xvii. Ellen Fallon shared with Gov. Kunin the memo where I bemoaned the lack of letters from the first 10 Northeast Kingdom schools, and Madeleine wrote in the margin that I was not to get discouraged...progress was being made. Ellen, comfortingly, copied the copy with Madeleine's note and sent it to me. It worked; I decided to get going on the next 10 schools and put yet another pile of "SerVermont's Seniors" on the top of the dryer in the utility area as every other flat surface in all portions of my house were already layered!!!

APPENDIX K
Memo No. 20, Para. xxiii

11 May 1986

Like What?

xxiii. That's the No. 1 question from every school offical. As soon as they understand the drift of SerVermont to encourage student participation in service activities, they ask: "Like what?" What are other schools doing? What could we do; we're already too busy? Would have to be the honor students and they already have more than enough to do...so like what could we do with the "others?"

APPENDIX L
Memo No. 18, Paras. v & vi

20 April 1986

New York City and the Youth Volunteers Institute

v. Went on Monday 14 April to Hunter College School of Social Work to attend an institute for "Non-profit Managers and Volunteers." Florence S. Schwarz was the coordinator; also the author of a couple books on the volunteer movement.

vi. To quote from the flyer: "The Youth of today face many problems, and there appear to be decreasing resources to meet their needs. The aim of this Institute is to examine ways and means of setting up programs utilizing youth volunteers where one aim is for the volunteers to help themselves by helping others." I learned a lot.

1) Escort Service. They call it this even though what happens sometime is that youth call home-bound seniors on a regular basis just making a connection and chatting. One Youth may be assigned as many as three seniors. Youth is provided by the service which handles the cases (in Vermont might be Visiting Nurse or Hospital Out-Patient Care) a profile of the senior they are to call and helped to make that first call.

2) Police Department checks out the youth who want to participate in senior visits program. Youth volunteer through school guidance office. Go to police dep't or the community affairs officer (Wore handsome civilian clothes with an ankle holster!) come to the school, and youth are interviewed, pictures taken, and a special Escort Service Volunteers badge is made so that the home-bound senior is secure about letting them into the house or apartment. I rather like the touch with the police, and think we might well stimulate some of that with the local police in Vermont to help make the association between students and seniors more of a community event of importance.

3) In the Fort Green area of Brooklyn, students from the same school have been making phone calls (weekly), visits (weekly), and on special occasion taken senior out to shop or get to dentist for past 9 years. Students train students.

4) A senior center first has students serve at monthly lunches for seniors; then have them become callers and visitors after that.

continued...

5) Seniors are interviewed to find out the type of student they would enjoy having call -- seniors think of themselves as volunteers helping the youth!!!!

6) Police Department yearly honors the escorts by giving a luncheon and handing out certificates. They would like the schools to give credit, but they do not. Police suggest certificate be duplicated and go with student's records to colleges wen applying.

7) All not smooth: one school has had 4 different principals in 3 years, and 5 volunteer coordinators in the 3 years. Nevertheless, program continues because of the police community liaison and the senior center.

8) All agreed the most important development is not what the youth do for the seniors, but the relationship as it strengthens each.

9) Youth are requested to make brief notes after each visit and phone call...a recording, if you will, of any needs or concerns. They become part of the care system in this way.

10) A Jewish program serving a Jewish neighborhood aimed at alleviating loneliness for the frail elderly living in their own homes. Core is the "Friendly Visitor" starting with college students at Columbia U.

11) Meals on Heels....At Jewish holidays meals offered by deli's and others and brought to a central location and then taken by youth to apartment.

12) First visit of a youth in the Friendly Visitor, a worker from a senior center goes along. After 3 weeks center makes a call to ask how it went. After 6 months call again.

13) Often have youth go in pairs for safety as well as opportunity for more experienced youth to help the newcomer. Ask youth to fill out a report form on a monthly basis giving pertinent data about physical and mental state of the seniors visited.

14) Considerable attention paid to getting media attention for all volunteer programs. Often community does not feel program is really "legitimate" until program has been noted in the papers or on TV.

continued...

15) Some programs spend considerable time training the youth to deal with frailty...with death (sudden stopping of calls or visits/be ready for that eventuality)...and one group gives all volunteers a "myths & realities" test. Even smear glasses w/vaseline and put on youth and give them tasks to do to get a sense of what it means for the frail elderly to deal with partial sightedness.

16) No pay for student volunteers but Tee Shirts; Canvas Bags; Certificates; Listed in press releases; Bookmarks.

17) The Apple IIC w/Maxell software best for teaching illiterates to read. Apple dealers will give big discount for non=profit use.

18) Marvelous traveling museum using 30 student volunteers as guides w/a blend of supporters including three different school districts, foundations, and businesses. This museum is devoted to international black culture, but has delightful implications for Vermont with an environmental or even historical emphasis.

19) Andi Owens, w/help from the Smithsonian runs this traveling museum and argues that the black youth need to know who they are before they can serve another. Again, see great implications for welfare youth in Vermont. Could we not somehow combine all youth in welfare families with a traveling Vermont Heritage Museum which would set up space for a month at a time at one school after another having the welfare family kids as the guides? Wouldn't want to bill the youth in that manner, but could work with local agencies to see that it was those students who were the ones given this opportunity. Hmmm.

20) The LenoxHill Neighborhood Association serves an area of NY with 13,000 residents below the poverty line. Have a center with very active tutoring with "At Risk" students teaching "At Risk" younger students. Help find volunteer jobs for youth, then paying jobs.

21) "YOUTH VOLUNTEERS DO ANYTHING ANY VOLUNTEER DOES REGARDLESS OF AGE."

22) Student who tutors at neighborhood center is asked what's differnt about being in the center from being in school and says: "Oh, everything! Here you get personal attention. They know who you are and care."

- end -

I WOULD LIKE _____ COPIES OF "SerVermont - The First Year"

ENCLOSED MY CHECK (MONEY ORDER) FOR $_____

Please mail to the following address:

Single Copy $8 + $1.25 Postage
(Add $.50 postage for each additional copy.)
The Vermont Schoolhouse Press, PO Box 516, Chester, VT 05143

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